



**CAES**  
Centre for Applied English Studies



***Centre for Applied English Studies***  
**THE UNIVERSITY OF HONG KONG**

***Annual Report***  
**2012-2013**



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**Professor Ken Hyland**  
Director  
Chair Professor of Applied Linguistics

*August 2013*

The launch of the four-year undergraduate curriculum in September 2013 signaled the beginning of what is perhaps the busiest period for the Centre in its 21-year history. The university reforms followed significant changes of Hong Kong's schools and meant the admission of an additional 3,500 undergraduates, all arriving a year earlier than in the past. Because English is the official medium of instruction at the University of Hong Kong (HKU hereafter), a major element of the new curriculum is the provision of English and the Centre for Applied English Studies ('the Centre' hereafter) is at the heart of this provision.

The Centre's main role has always been to provide credit-bearing English 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 support staff, 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 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.

Our contribution to the new curriculum has been to multiply the number of courses we offer, accept a large increase in students, double the number of credits awarded, and produce courses with a tight focus on academic literacy. Undergraduate students are now required to take 12 credits of English, 6 of which are in our Core University English course (CUE) and 6 in the form of "English in the Discipline" (ED). CUE is a first year course for all freshmen designed to bridge students' school and disciplinary studies in English. ED courses, on the other hand, are the result of intensive discussions with faculty members throughout the university and various projects looking at the literacy demands and expectations of some 30 different subject disciplines. All these new courses have 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.



# Introduction

The new intake meant that we taught more students than ever before so that in 2012–2013 the Centre taught 9,114 undergraduate students (including 2,897 in CUE), 1,390 students in summer workshops, staff courses and other programmes, and 1,548 students in postgraduate courses. We also conducted 2,436 self-access consultations and ran a very successful series of out-of-class learning experiences for students through our grant-funded Enhancing the Use of English @ HKU programme. Sixty-three students took part in the Centre's own postgraduate diploma and masters programmes and we continued to supervise nine PhD students pursuing topics in applied linguistics. All this activity, moreover, took place against a backdrop of an academic culture in which staff have published four books

with leading publishers as well as several articles in international journals, given papers and keynote speeches at major international conferences, won Teaching Development Grants and acted as consultants and course examiners to universities in several countries.

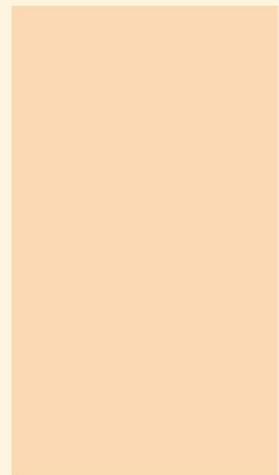
The 2013-2014 academic year promises to be another challenging and productive period as we prepare to introduce many of our new ED courses, and we look forward to meeting these challenges with the same enthusiasm and attitude towards research-informed language education for which we are well-known.

*Ken Hyatt*



## 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 12,000 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 2012-2013, the following courses were offered:

## Regular undergraduate enhancement courses

Faculty	CAES Code	Course	Year	No. of Students
All	1000	Core University English	1 (New curriculum)	2,897
Architecture	1101	Communication Course for Architecture Students	1	83
	1103	Communication Skills for Real Estate Students (1)	1	64
	1105	Communication Course for Architecture Students (2)	1	83
	1106	Communication Skills for Real Estate Students (2)	1	65
Arts	1201	Academic English for Arts Students	1	354
	1602 (B.A. Literary Studies & LLB)	Writing Solutions to Legal Problems	2	17
	2202	Professional English for Arts Students	2	345
Business & Economics	1602 (BBA Law)	Writing Solutions to Legal Problems	3	74
	1904	English for Academic Communication for Economics and Finance Students	1	271
	2905	English for Professional Communication for Economics and Finance Students	2	288
	1906	English for Academic Communication for Business Students	1	279
	1907	Business Communication	1	316
	1908	English for Academic Communication for BBA(Law)	1	59
	1909	English for International Business and Global Management	1	29
Dentistry	1301	English for Dental Students (1)	1	54
	1302	English for Dental Students (2)	1	54

Education	1401	Academic Writing for Education Students	1	109
	1402	General English for Education Students	1	110
	1409	General English for Exercise & Health Students	1	15
	1410	Professional Communication Skills for Exercise & Health Students	1	15
	1411	General English for Speech and Hearing Sciences Students	1	40
	1412	Academic Writing for Speech and Hearing Sciences Students	1	40
	2414	General English for Information Management Students	3	23
	9420	Academic English for Information Management Students	3 (New curriculum)	27
Engineering	1503	English for Computer Science	1	44
	1505 (Civ, Civ-Eng)	Professional and Technical Written Communication for Engineers	1	152
	1507 (CE, EE, EcomE, InfoE)	Professional and Technical Written Communication for Engineers	1	72
	1509 (IETM, LESCO)	Professional and Technical Written Communication for Engineers	1	40
	1511	Professional and Technical Communication for Medical Engineering Students	1	16
	1513 (ME, BSE)	Professional and Technical Written Communication for Engineers	1	131
	1515	Professional and Technical Oral Communication for Engineers	1	476
	1907 (BEng/ BBA)	Business Communication	1	8
	1602 (CivE-Law)	Writing Solutions to Legal Problems	2	10
	Medicine	1701	English for Problem-based Learning in Medicine	1
2702		English for Clinical Clerkship	2	170
1703		Academic English for Nursing Students	1	191
1704		Academic Communication for Nursing Students	1	191
1707		Academic English for Chinese Medicine Students	1	26
2708		English for Clinical Clerkship for Chinese Medicine Students	2	20
1709		English for Pharmacy	1	30
1710		English for Clinical Pharmacy	1	30
Science	1801	Academic English for Science Students	1	509
	2802	Advanced English for Science Students	2	496
Social Sciences	1602 (Govt&Laws)	Writing Solutions to Legal Problems	2	41
	1901	Academic English for Social Sciences	1	318
	1910	Professional Writing for the Media	1	24
	2902	English for Professional Communication for Social Sciences	2	156
	2903	Professional Writing Skills for Social Work	2	42
<b>Subtotal</b>			<b>9,114</b>	

Note: 1. Double-degree/joint degree arrangements

BSocSc (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

BA (Literary Studies) & LLB takes CAES1201 (Yr. 1), CAES1602 (Yr. 2)

## Postgraduate courses

Course	No. of Students
Professional Writing in Social Work (F/T + P/T)	81
Dissertation Writing for Medical Sciences	57
MEd/MSc Writing Workshops	153
EdD Thesis Writing Workshop	22
English Course for MCL students	57
Intensive English for Postgraduate Students	116
Introduction to Thesis Writing	332
Introduction to Thesis Writing (The Humanities & Related Disciplines)	101
Introduction to Thesis Writing (The Sciences & Related Disciplines)	172
Effective Academic Presentations	104
Making Your Writing Clear	171
Reporting on other Researchers' Work	115
How to Publish Your Research (The Humanities & Related Disciplines)	42
How to Publish Your Research (The Sciences & Related Disciplines)	25
<b>Subtotal</b>	<b>1,548</b>

## Other courses

Course	No. of Students
Improving English Proficiency for Engineering Students	56
Management & Communication Skills for Engineers	44
Summer English Programme	150
IELTS Workshops	219
English course for HKU Non-academic staff	70
Summer Institute in the Arts and Humanities	114
<b>Subtotal</b>	<b>653</b>

Total no. of  
students taught

**12,052**

Self-Access  
Consultations

**2,436**

Summer English  
Support Programme

**737**





## Summer Courses

The Centre offered a wide variety of summer courses from June to August 2013 for both HKU and external students.

### CAES Summer Institute for Students

The Centre continued to offer its own Summer Institute and IELTS workshops in the summer. One hundred and fifty students (93 undergraduates and 57 postgraduates) were enrolled in these courses.

#### List of courses:

- *English Pronunciation*
- *Grammar Improvement for Effective Communication*
- *English Vocabulary Building*
- *Oral Presentation Skills*
- *Resume and Interview Skills in English*
- *Preparation for IELTS (Reading, Writing, Listening, Speaking)*

### Summer English Support Programme

To help students work on their English skills, the Centre also offered a Summer English Support Programme throughout the summer which provided:

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 to improve using the self-access resources offered by the Centre.
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 popular with HKU undergraduate and postgraduate students. A total of 737 students (363 undergraduates and 374 postgraduates) attended the programme, among which 259 participated in the one-to-one sessions and 478 in the group discussions.

### English Courses for the Summer Institute in the Arts and Humanities

One hundred and fourteen students participated in the following English courses offered by the Centre as part of the Faculty of Arts Summer Institute in the Arts and Humanities from July 15 to August 9. Fourteen students were participants of the "Oxford Programme", organized by Hertford College of the University of Oxford.

#### *Exploring Art through English*

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 develops 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 practised.

### *English Discussion Skills: Critical Discussions on China*

This advanced speaking skills course improves 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.

## Self-Access Language Learning

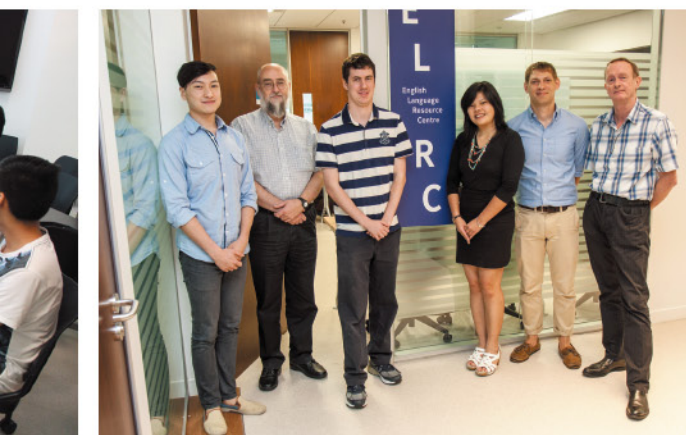
CAES provided the English Language Resource Centre (ELRC), and the Virtual English (VE) and English Learning Wiki (ELW) websites throughout the year to provide self-access language learning opportunities to all HKU students. CAES provision for self-access learning includes one-to-one advisory sessions; and group discussions and workshops held throughout the week on topics ranging from fine art, through current affairs to intercultural communication, with workshops for script reading, business communication and film. Use of these self-access services is voluntary, so evaluation is carried out based on the take-up of services offered.

A total number of 2,436 participants used our services during the year (2,173 in 2011-12). There were 757 individual consultations, and 1,679 students attended discussion groups and workshops.

The Student Peer-Tutoring Scheme, which is managed cooperatively by CAES and CEDARS, operated in the new Learning Commons this year. Twenty-eight peer tutors who are native or expert speakers of English provided 700 hours of one-to-one chat sessions for students who want to improve their English fluency. Between October 2012 and May 2013, 1,247 students attended these sessions. Feedback from these students was very positive.

The VE and ELW websites have been the main vehicles for providing on-line language learning resources. Over the period September 2012 to May 2013, the number of people using the VE and ELW pages has averaged 819 and 694 per day respectively. Two hundred and three students signed up online to find conversation exchange partners. The most popular pages on the ELW in rank order were grammar, vocabulary, fine art discussions, listening, oral presentations and pronunciation.

Publicity about self-access learning 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, regular contributions to U-vision and regular updates on the VE website.





## Enhancing the Use of English @ HKU

The Enhancing the Use of English @ HKU (EUE) project was funded by a TDG grant and hosted in CAES during the year. Through the employment of four native-speaking English teaching assistants the project offered a wide range of out-of-class activities to provide HKU students with: language learning/support and opportunities for authentic language use. The project aimed to promote English as a *lingua franca* as a way of enhancing the integration and inclusivity of all aspects of HKU life. During the year a total of 3,339 individual places were filled in EUE activities. Feedback from project participants has been positive both in terms of improvement in language ability and opportunities to interact with other students.

## English Language Support for Research Postgraduates

The Centre offers all HKU MPhil and PhD students a required core course, five elective modules, and the Postgraduate Writing Support Service (via the Graduate School). Over 1,000 students attended these courses during the academic year. In addition, research postgraduate students are invited to access all the CAES self-access learning resources (as detailed above).

The core course for research postgraduates, 'Introduction to Thesis Writing', 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 is very positive, with over 93% of them considering the teachers effective. Two specialised version of this course are also offered to students in the Humanities and related disciplines, and students in Sciences and related disciplines. Both also received high student ratings.

The five elective modules focus on either oral presentation or writing skills. The academic writing courses help students with those specific language points that have been observed to cause most difficulties in writing at thesis level and language use which are of particular relevance to reviewing the work of other researchers. The oral presentation course provides ample opportunities to students to practise and refine their academic presentation skills in front of a group of audience. Two other 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.

The Centre also offers a special English course for selected students from non-English medium universities. It develops students' ability to produce coherent academic texts with a strong focus on grammatical accuracy. It also aims to improve speaking skills by developing students' confidence, fluency, pronunciation, and awareness of effective communicative strategies. This course continued to receive very high ratings, with over 97% of students considering both the course and teacher effective.

The Graduate Writing Support Service assists research postgraduates 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. These courses address issues of writing a postgraduate thesis/dissertation with a strong discipline-specific focus. In the academic year 2012-13 such courses were offered within the faculties of Architecture, Education, Medicine, Social Sciences and Law.

## Specially Funded Courses

Whenever appropriate, the Centre also provides intensive courses for specific target groups by special arrangement. In 2012-13, 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 2012-13, 96 staff members benefited from the following five courses:

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

### *IELTS Workshops*

The IELTS Workshops provides opportunities for students to acquire and practise 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 during the Reading Week in both semesters and during the summer period. A total of 219 students enrolled.

### *Courses / Workshops for Undergraduate and Taught Postgraduate Programmes*

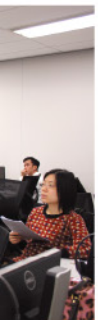
During the 2012-13 academic year, the Centre also offered the following courses or writing workshops to provide English support for specific undergraduate and postgraduate programmes.

*At undergraduate level:*

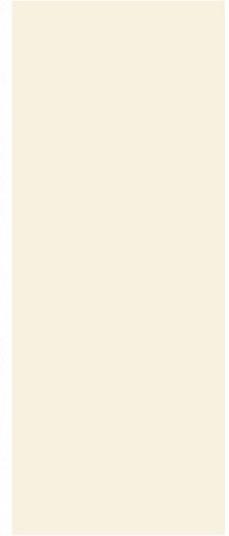
- *Management and Communication Skills for Engineers*
- *Improving English Proficiency for Engineering Students*
- *Medical / Dental Terminology Workshops*

*At postgraduate level:*

- *EdD Thesis Writing*
- *Writing Workshop for MA in Literacy and Cultural Studies*
- *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 2012-2013, the Centre conducted a wide range of projects, focused in the following areas:

## Academic Genres

- A Tale of Two Genres: Narrative Structure in Students' Scientific Writing (*C. Hafner, L. Miller, City University of Hong Kong and C. Ng*)
- Disciplinary & seniority variations in research articles: A Corpus-based study of metadiscourse (*P. Tse*)
- Evaluative language in Engineering thesis abstracts and its implications for technical communication pedagogy (*C. Ng*)
- Faculty feedback: Perceptions and practices in L2 disciplinary writing (*K. Hyland*)
- Individuality or conformity? Identity in personal and university academic homepages (*K. Hyland*)
- Student perceptions of hidden messages in teacher written feedback (*K. Hyland*)
- Writing for publication: Academics' perceptions, papers and practices (*K. Hyland*)

## Assessment

- Assessing reflection and independent learning: Teachers' views (*K. Lau*)
- Reading Culture Aloud: Scaffolding prospective teachers' cultural understanding in benchmark test preparation (*A. Wong and N. Tavares, Faculty of Education, HKU*)

## Autonomy and Language Learning

- The effectiveness of integrating a self-access learning component into a taught course (*E. Law*)
- Enhancing the use of English at the University of Hong Kong (*D. Gardner*)
- *Learner motivation in self-access language learning* (*D. Gardner and K. Yung*)
- *Managing self-access language learning* (*D. Gardner and L. Miller, Department of English, City University of Hong Kong*)
- *Teacher development for self-directed learning facilitation in CAES* (*C. Lai, University of Toronto, D. Gardner and E. Law*)

## Curriculum Development

- Evaluation of the Core University English Course (*M. Legg*)

## Discourse Analysis

- Exploring the construction of professional identities in business meetings in a Hong Kong workplace (*A. Chan*)
- Identities and roles in academic and workplace communication (*K. Lau*)
- Triad discourse in Hong Kong (*P. Wong*)

## Language Acquisition

- Teacher questions in EAP (*K. Pat, L.L.C. Wong and A. Wong*)
- The blessing or curse of multilingualism: Cross-linguistic influence amongst Cantonese, English and French (*W. L. Tsang*)

## Language Education

- Learning English in the shadow: Evaluating the effectiveness of private tutoring in Hong Kong secondary education from learners' experiences (*K. Yung*)
- Teaching and learning English as a second language in the shadow of senior secondary education in Hong Kong: Conflicting or complementing ideologies with mainstream education? (*K. Yung*)
- Writing practices of undergraduate Business students in Hong Kong (*E. Kwan*)

## Technology in Language Teaching and Learning

- Curriculum innovation and teacher change: IT in teacher professional development (*L.L.C. Wong*)
- Enhancing medical vocabulary development: An evaluation of the effectiveness of a medical terminology Moodle from the students' and teachers' perspectives (*J. Stokes and P. Tse*)

## Vocabulary Teaching and Learning

- Modality, vocabulary size and question type as mediators of listening comprehension skill (*V. Murphy, University of Oxford and J. Castillo*)

## 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 the 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 2012-13 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 increases the influence and profile of the Centre while professionally developing the staff members involved.

## Research and professional development seminars and workshops offered in 2012-2013

24 <sup>th</sup> October 2012	<b>Wai Lan Tsang</b> CAES, University of Hong Kong <i>Being a Multilingual – A Blessing or a Curse?</i>
31 <sup>th</sup> October	<b>Ashley Hazell, Carly Ng, Gloria Wong and Kevin Yung</b> CAES, University of Hong Kong <i>Out-of-class Learning Materials Sharing Session (1)</i>
14 <sup>th</sup> November	<b>Jane Stokes and Rebecca Welland</b> CAES, University of Hong Kong <i>Out-of-class Learning Materials Sharing Session (2)</i>

<b>21<sup>st</sup> November</b>	<b>Patrick Desloge, Steven Roberts and Rebecca Welland</b> CAES, University of Hong Kong <i>Moving Forward with Moodle</i>
<b>28<sup>th</sup> November</b>	<b>Lynne Flowerdew</b> Centre for Language Education, Hong Kong University of Science and Technology <i>Corpus-based Research and Pedagogy in ESP: From Lexis to Genre</i>
<b>3<sup>rd</sup> December</b>	<b>Margaret Cargill</b> University of Adelaide, South Australia <i>Teaching Research Article Writing Collaboratively via Genre Analysis and Corpus Linguistics: Transferable Outcomes for Thesis Writing and Career Development</i>
<b>5<sup>th</sup> December</b>	<b>Jane Lockwood, Liz Hamp-Lyons and the DELTA Team</b> City University of Hong Kong <i>Moving towards Appropriate Writing Tasks and Rubrics for Academic English Assessment</i>
<b>12<sup>th</sup> December</b>	<b>David Gardner, Ken Lau and Miranda Legg</b> CAES, University of Hong Kong <i>Writing a Winning Teaching Development Grant Proposal</i>
<b>30<sup>th</sup> January 2013</b>	<b>David Gardner, Ken Li, Athena Loch, Paul Martin and Jason Petsch</b> CAES, University of Hong Kong <i>Enhancing the Use of English: What the ETAs Do and How They Can Help Your Students</i>
<b>20<sup>th</sup> February</b>	<b>Theodore S. Rodgers</b> University of Hawaii <i>Maneuvering the Moat between Language Learning and Subject Matter Study – Bridges or Boats?</i>
<b>25<sup>th</sup> February</b>	<b>Meredith Marra</b> Language in the Workplace Project, Victoria University of Wellington <i>Egg Tarts and Chocolate Fish: Food and Culture in Workplace Talk</i>
<b>13<sup>th</sup> March</b>	<b>Vijay Bhatia</b> Department of English, City University of Hong Kong (recently retired) <i>Critical Genre Theory: Implications for Discursive Performance in ESP</i>
<b>27<sup>th</sup> March</b>	<b>Paul Nation</b> The School of Linguistics and Applied Language Studies, Victoria University of Wellington <i>Vocabulary for Special Purposes (Virtual Seminar)</i>



17 <sup>th</sup> April	<p><b>Angel Lin and Luna Cai</b>  Faculty of Education, University of Hong Kong  <i>Scaffolding the Novice Academic Writer from both "Top-down" and "Bottom-up"</i></p>
8 <sup>th</sup> May	<p><b>Philip Smyth</b>  CAES, University of Hong Kong  <i>Making Feedback Work: Issues in Assessment and Course Design</i></p>
19 <sup>th</sup> June	<p><b>Michal B. Paradowski</b>  Institute of Applied Linguistics, University of Warsaw  <i>English as a Lingua Franca – Contexts, Confusions, Characteristics and Consequences</i></p>



# 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 has published the Hong Kong Journal of Applied Linguistics (1996-2013) and is in the process of launching the Asian 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 Asian ESP Journal, Computers and Composition, Language and Education, and Language Writing. 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 2012-2013, Centre staff published the following items.

## Staff Publications

### Chan, A.C.K.

- (with Mahboob, A. and Webster, J.J.) Evaluating the SLATE project. *Linguistics and the Human Sciences*. 2013, 7: 125-139. <http://dx.doi.org/10.1558/lhs.v7i1-3.125>.
- (with Zhang, W.) Self-repair in Mandarin and Cantonese: Delaying the next item due in casual conversation and news interviews, In: Pan, Y.L. & Kádár, D.Z. (Eds.), *Chinese Discourse and Interaction: Theory and Practice*. London, Equinox, 2013.
- (with Zhang, W. and Li, B.) Preliminary observations of phonetic characteristics cuing turn continuation in spoken Mandarin. *Proceedings of Meetings on Acoustics*. The Acoustical Society of America, 2012, 15: 060004. <http://dx.doi.org/10.1121/1.4774305>.

### Chan, L.S.W.

- (with Loong, Y.C.W.) A study of vocabulary learning strategies adopted by dentistry students in Hong Kong in learning specialized dental vocabulary. *Asian ESP Journal*. 2012, 8: 28-49.

### Hyland, K.L.

- (with Sancho-Guinda, C.) In: Hyland, K. & Sancho-Guinda, C. (Eds.), *Stance and Voice in Academic Writing*. London, Palgrave-MacMillan, 2012, 264.
- (with Wong, L.L.C.) In: Hyland, K. & Wong, L.L.C. (Eds.), *Innovation and Change in English Language Education*. London, Routledge, 2013, 304.
- Discourse Studies Reader: Essential extracts, London, Bloomsbury, 2013, 347.
- ESP and writing, In: Paltridge, B. & Starfield, S. (Eds.), *The Handbook of English for Specific Purposes*. Oxford, Wiley-Blackwell, 2013, 95-114.
- Faculty feedback: Perceptions and practices in L2 disciplinary writing. *Journal of Second Language Writing*. Elsevier, 2013, 22: 240-253.
- Genre and discourse analysis in language for specific purposes, In: Chappelle, C. (Ed.), *The Encyclopaedia of Applied Linguistics*. Oxford, Wiley-Blackwell, 2013.
- Individuality or conformity? Identity in personal and university academic homepages. *Computers and Composition*. 2013, 29: 309-322. <http://dx.doi.org/10.1016/j.compcom.2012.10.002>.
- Innovating instruction: English in the discipline at the University of Hong Kong. *Hong Kong Journal of Applied Linguistics*. 2013, 14 (2): 3-19.

- Teaching language for academic purposes, In: Chappelle, C. (Ed)., *The Encyclopaedia of Applied Linguistics*. Oxford, Wiley-Blackwell, 2013.
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### Lam, A.S.L.

- (with Ng, S.P.) Defining Asian poetry in English: Corpuses, communities and identity, In: Manaf, F. & Quayum, M. A. (Eds)., *Imagined Communities Revisited: Identity, Nationalism and Globalization*. International Islamic University Malaysia Press, 2012, 46-56.
- (with Tse, Y.N.) Acts of creative identity: Ten Asian poets writing in English. *Axon*. 2012, 3.
- (with Tse, Y.N.) Poetic lives: The English experience in Asia. *New Writing: The International Journal for the Practice and Theory of Creative Writing*. 2012, 9.
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- Mirror at the back of my home. *Asiatic*. 2012, 6(2): 177-179.
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### Lau, K.K.K.

- Evaluating the effectiveness of an out-of-class learning component in a technical English course by tracing participants' perceptual changes. 2013, *Reflective Practice*, 14(5), <http://dx.doi.org/10.1080/14623943.2013.810620>
- Nurturing reflective and independent learners through a technical communication course. *International Professional Communication Conference Proceedings 2013*. IEEE Professional Communication Society, 2013, 134-138.

### Loong, Y.C.W.

- (with Chan, L.S.W.) A study of vocabulary learning strategies adopted by dentistry students in Hong Kong in learning specialized dental vocabulary. *Asian ESP Journal*. 2012, 8: 28-49.

### Ng, K.F.C.

- (with Hafner, C. and Miller, L.) A tale of two genres: Narrative structure in students' scientific writing, In: Gotti, M. & Guinda, C.S. (Eds)., *Narratives in Academic and Professional Genres*. Bern, Switzerland, PETER LANG, 2013, 172.

### Sung, C.C.

- (with Zhang, K.) A review of "EIL, ELF, Global English: Teaching and learning issues". *Language and Intercultural Communication*. UK, Routledge, 2013, 13(1): 117-120. <http://dx.doi.org/10.1080/14708477.2012.761329>.
- (with Zhang, K.) A review of "English: A changing medium for education". *International Journal of Bilingual Education and Bilingualism*. UK, Routledge, 2013. <http://dx.doi.org/10.1080/13670050.2013.797704>.
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### **Tsang, W.L.**

- (with Yeung, Y.) The development of the Mandarin interlanguage corpus (MIC) – A preliminary report on a small-scale learner database. *Japan Association for Language Teaching (JALT) Journal*. Japan, Japan Association for Language Teaching (JALT), 2012, 34(2): 187-208.
- Editor. *The Hong Kong Journal of Applied Linguistics*. Centre for Applied English Studies, 2012, 14(1): 1-108.
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### **Voller, P.W.**

- (with Karlsson, L. and Nicolaides, C.) From there to autonomy - some long and winding roads, In: Barfield, A. & Alvarado, N.D. (Eds.), *Autonomy In Language Learning: Stories Of Practices*. Canterbury: University of Kent, IATEFL, 2013, 54-63.

### **Wakeland, L.J.**

- Development of an English-for-specific-academic-purposes course for music students. *Hong Kong Journal of Applied Linguistics*. 2013, 14(2): 45-59.

### **Wong, L.L.C.**

- (with Hyland, K.L.) In: Hyland, K. & Wong, L.L.C. (Eds.), *Innovation and Change in English Language Education*. London, Routledge, 2013, 304.
- Review of VOA Learning English products, Invited consultancy. *Voices of America*. 2012.

### **Yung, K.W.H.**

- Bridging the gap: Motivation in year one EAP classrooms. *Hong Kong Journal of Applied Linguistics*. 2013, 14(2): 83-95.

### **Zhang, K.**

- (with Sung, C.C.) A review of "EIL, ELF, Global English: Teaching and learning issues". *Language and Intercultural Communication*. UK, Routledge, 2013, 13(1): 117-120. <http://dx.doi.org/10.1080/14708477.2012.761329>.
- (with Sung, C.C.) A review of "English: A changing medium for education". *International Journal of Bilingual Education and Bilingualism*. UK, Routledge, 2013. <http://dx.doi.org/10.1080/13670050.2013.797704>.
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# Conference, Seminar and Other Presentations

## Chan, A.C.K.

- (with Zhang, W.) 嘢haak6 in Spoken Cantonese. *Workshop on Epistemicity, Evidentiality and Attitude in Asian Languages: Typological, Diachronic and Discourse Perspectives*, Hong Kong Polytechnic University, Hong Kong. 2012.

## Cheung, L.M.L.

- A corpus-based study of the language of dental public health. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions*, City University of Hong Kong. Hong Kong. 2013.

## Cole III, S.F.

- Issues in the development of disciplinary English courses for Arts Faculty Students. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions*, City University of Hong Kong. Hong Kong. 2013.

## Gardner, D.P.

- (with Miller, L.) Discourse as an identifier of membership of a community of practice. *Invited Seminar to English Department*, City University of Hong Kong. 2013.
- (with Yung, K.W.H.) Understanding learner motivation in self-access language learning. *Invited Seminar to the Hong Kong Association of Self-Access Learning Development*. 2013.
- (with Lau, K.K. and Legg, M.G.) Writing a winning teaching development grant proposal. *CAES Professional Development Seminar*. 2012.
- (with Li, K., Loch, A.C.S., Martin, P.C. and Petsch, J.A.) Enhancing the use of English: What the ETAs do and how they can help your students. *Presentation at the Centre for Applied English Studies*. 2013.
- Promoting the use of English through socialisation and integration activities. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions*, City University of Hong Kong. Hong Kong. 2013.

## Ha, Y.H.

- A corpus-based study of vocabulary distribution in the finance register. *Register Revisited: New Perspectives on Functional Text Variety in English*, University of Vechta. Germany. 2013.

## Hazell, A.A.L.

- (with Legg, M.G.) CUE workshop: Professional development. *Centre for Applied English Studies*. 2013.
- (with Welland, R.J.) CAES IT SIG: Jing, Camtasia and Screencast. *Centre for Applied English Studies*. 2013.
- (with Ng, C.Y.L., Wong, L.G., Yung, K.W.H., Welland, R.J. and Stokes, J.H.) Oocl materials workshops 1 & 2: CAES professional development. *Centre for Applied English Studies*. 2012.
- (with Ng, C.Y.L., Yung, K.W.H. and Wong, L.G.) The out of class learning brief: Sharing, collaborating, streamlining, consolidating. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions*, City University of Hong Kong. Hong Kong. 2013.
- A formative in-class discussion assessment: Research-based, student created and feedback rich. *4th CELC Symposium 2013: Alternative Pedagogies in the English Language & Communication Classroom*. 2013.

### Ho, K.L.

- (with Hui, J.S.Y., Martyn, E.R., Ng, K.F.C. and Li, Y.Y.V.) Designing English courses for engineers: Challenges and opportunities. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.
- Learning how to argue in academic writing: A corpus-informed approach. *4th CELC International Symposium, National University of Singapore*. Singapore. 2013.

### Hui, J.S.Y.

- (with Martyn, E.R., Ho, K.L., Ng, K.F.C. and Li, Y.Y.V.) Designing English courses for engineers: Challenges and opportunities. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.
- May I help you?: An analysis of cross-cultural service encounters. *The 12th Asia-Pacific Conference, Association for Business Communication, Doshisha University, Kyoto*. Japan. 2013.

### Hyland, K.L.

- Feedback on student writing: What, how and why bother? *Distinguished Speaker Forum, Qatar University*. Doha. 2013.
- Genre analysis and writing instruction: Some connections. *Conference on Developing Academic Literacies National Autonomous University of Mexico (UNAM)*. Mexico City. 2013.
- Genre and writing: Core principles of teaching and research. *Thammasat University, Bangkok*. Thailand. 2013.
- Individuality and disciplinarity in identity construction. *Singapore Association of Applied Linguistics Annual meeting*. 2012.
- Interaction in research writing. *Conference on Developing Academic Literacies National Autonomous University of Mexico (UNAM)*. Mexico City. 2013.
- Performing identity in applied linguistics. A corpus approach. *Seminar Series, Lingnan University*. Hong Kong. 2012.
- Researching and teaching academic English. *Japan Association of College English Teachers annual convention (JACET 2013) Kyoto University, Japan*. 2013.
- Specificity and developing academic writers. *Conference on Developing Academic Literacies National Autonomous University of Mexico (UNAM)*. Mexico City. 2013.
- Teaching and researching writing: Texts, writers and readers. *Distinguished Speaker Forum, Qatar University*. Doha. 2013.
- What can corpora tell us about academic discourse? *34th Conference of the International Computer Archive of Modern and Medieval English (ICAME 34), Santiago de Compostela*. Spain. 2013.
- Writing in the disciplines. EAP research and teaching. *3rd International Conference on Foreign Language Learning and Teaching, Thammasat University, Bangkok*. Thailand. 2013.
- Writing in the disciplines: Specificity and professional communities. *Third English for Business and Technology Conference, Institut Teknologi Brunei*. 2012.

### Lam, A.S.L.

- Appreciating Asian poetry in English. *Invited Presentation at the Independent Learning Centre, the Chinese University of Hong Kong*. Hong Kong. 2012.

### Lau, K.K.K.

- (with Gardner, D.P. and Legg, M.G.) Writing a winning teaching development grant proposal. *CAES Professional Development Seminar*. 2012.
- Assessing reflection and independent learning: Is it a myth? *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.

- Assessing reflection in an ESP course. *2013 International Conference on Applied Foreign Languages*. 2013.
- Assessing reflection: Myth or reality? *CELC Symposium*. 2013.
- Nurturing reflective and independent learners through a technical communication course. *Beyond Borders: Communicating Globally*. 2013.
- Students' perceptions of independent learning and reflection in a technical English course. *Invited talk to HASALD*. 2013.
- Introduction to corpus linguistics. *Invited workshops to Yuan Ze University, Taiwan*. 2013.

### **Law, Y.Y.**

- The effectiveness of the integration of a self-access learning component into a taught course. *Independent Learning Association Conference, Wellington*. New Zealand. 2012.

### **Legg, M.G.**

- (with Hazell, A.A.L.) CUE workshop: Professional development. *Centre for Applied English Studies*. 2013.
- (with Lau, K.K. and Gardner, D.P.) Writing a winning teaching development grant proposal. *CAES Professional Development Seminar*. 2012.
- Implementation of an English for general academic purposes course: Lessons learnt. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.

### **Li, Y.Y.V.**

- (with Li, Y.L.) Teaching technical communication and English language to potential engineers. *Beyond Borders: Communicating Globally IPCC 2013*.
- (with Hui, J.S.Y., Martyn, E.R., Ho, K.L. and Ng, K.F.C.) Designing English courses for engineers: Challenges and opportunities. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.

### **Martyn, E.R.**

- (with Hui, J.S.Y., Ho, K.L., Ng, K.F.C. and Li, Y.Y.V.) Designing English courses for engineers: Challenges and opportunities. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.

### **Ng, C.Y.L.**

- (with Hazell, A.A.L., Wong, L.G., Yung, K.W.H., Welland, R.J. and Stokes, J.H.) Oocl materials workshops 1 & 2: CAES professional development. *Centre for Applied English Studies*. 2012.
- (with Hazell, A.A.L., Yung, K.W.H. and Wong, L.G.) The out of class learning brief: Sharing, collaborating, streamlining, consolidating. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.

### **Ng, K.F.C.**

- (with Hui, J.S.Y., Martyn, E.R., Ho, K.L. and Li, Y.Y.V.) Designing English courses for engineers: Challenges and opportunities. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.

### **Pat, K.**

- (with Wong, A.C. and Wong, L.L.C.) Teacher questions in the EAP classroom: Teacher cognitions and student beliefs. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.

### **Roberts, S.J.**

- (with Welland, R.J.) Bridging the gap between Oocl and F2f. *CAES Professional Development Session*. 2012.

### **Smyth, P.D.**

- Enhancing writing instruction through a "flipped classroom". *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.
- Making feedback work: Issues in assessment and course design. *CAES seminar*. 2013.
- Promoting assessment for learning and ensuring quality in assessment. *In-service Programme for Guangdong English Teachers*. 2013.

### **Stokes, J.H.**

- (with Welland, R.J.) The pedagogic potential of student reflections: Can reflection be more than a learning aid? *CELC Symposium 2013, National University of Singapore*. 2013.
- (with Hazell, A.A.L., Ng, C.Y.L., Wong, L.G., Yung, K.W.H. and Welland, R.J.) Oocl materials workshops 1 & 2: CAES professional development. *Centre for Applied English Studies*. 2012.

### **Tsang, W.L.**

- The L2 acquisition of Chinese sentence final particles (SFP): How distinct are SFP-language learners from non-SFP-language learners? *The 25th North American Conference on Chinese Linguistics*. 2013.
- Being a multilingual – A blessing or a curse? 2012.
- Being a multilingual – A mixed blessing on the interfaces? 2013.

### **Welland, R.J.**

- (with Hazell, A.A.L.) CAES IT SIG: Jing, Camtasia and Screencast. *Centre for Applied English Studies*. 2013.
- (with Roberts, S.J.) Bridging the gap between Oocl and F2f. *CAES Professional Development Session*. 2012.
- (with Stokes, J.H.) The pedagogic potential of student reflections: Can reflection be more than a learning aid? *CELC Symposium 2013, National University of Singapore*. 2013.
- (with Hazell, A.A.L., Ng, C.Y.L., Wong, L.G., Yung, K.W.H. and Stokes, J.H.) Oocl materials workshops 1 & 2: CAES professional development. *Centre for Applied English Studies*. 2012.

### **Wong, A.C.**

- (with Pat, K. and Wong, L.L.C.) Teacher questions in the EAP classroom: Teacher cognitions and student beliefs. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.

### **Wong, L.G.**

- (with Ng, C.Y.L., Hazell, A.A.L. and Yung, K.W.H.) The out of class learning brief: Sharing, collaborating, streamlining, consolidating. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.
- (with Hazell, A.A.L., Ng, C.Y.L., Yung, K.W.H., Welland, R.J. and Stokes, J.H.) Oocl materials workshops 1 & 2: CAES professional development. *Centre for Applied English Studies*. 2012.



### **Wong, L.L.C.**

- (with Pat, K. and Wong, A.C.) Teacher questions in the EAP classroom: Teacher cognitions and student beliefs. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.
- Teaching in a time of transitions: Fostering language learner autonomy with technologies. *Invited Plenary Speech, Oregon TESOL Annual Conference, Portland*. USA. 2012.

### **Wong, P.M.T.**

- A research study of the online triad discourse in Hong Kong. *The 3rd International SEARCH Conference 2013: Communicating Cultural Diplomacy through the Media, School of Communication, Taylor's University, Kuala Lumpur*. Malaysia, 2013.
- Triad discourse in the virtual world: A case study of the Cantonese-speaking online communities in Hong Kong. *Special Interest Group (SIG) – Genres, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2013.
- Triad discourse in online communities. *International Colloquium on Integrational Linguistics, School of English, The University of Hong Kong*. Hong Kong. 2013.

### **Yung, K.W.H.**

- (with Gardner, D.P.) Understanding learner motivation in self-access language learning. *Invited Seminar to the Hong Kong Association of Self-Access Learning Development*. 2013.
- (with Hazell, A.A.L., Ng, C.Y.L., Wong, L.G., Welland, R.J. and Stokes, J.H.) Oocl materials workshops 1 & 2: CAES professional development. *Centre for Applied English Studies*. 2012.
- (with Ng, C.Y.L., Hazell, A.A.L. and Wong, L.G.) The out of class learning brief: Sharing, collaborating, streamlining, consolidating. *ELC Symposium 2013: The Position of English Language Provision in Hong Kong Tertiary Institutions, City University of Hong Kong*. Hong Kong. 2013.
- Shadow Education in Hong Kong: A sharing of experience. *Ways Out of the Shadows: The First In-depth Forum for Researchers and Private Tutoring Industry Practitioners in Greater China*. 2013.

# 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 and their major work in 2012-2013 are described below:

## Programme Coordination Committee

<b>Chair:</b> Liz Samson		<b>Secretary:</b> Eliza Yu		<b>Assistant Secretary:</b> Icy Tsang	
<b>Members:</b>					
Patrick Desloge/Simon Boynton		Lisa Cheung	Natalie Fong	David Gardner	
Ken Hyland	Jon Hui	Joanna Lee	Miranda Legg	Elaine Martyn	
Phil Smyth	Jane Stokes	Tsang Wai Lan			

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.

With the start of the four-year curriculum in September 2012, Programme Coordinators were busy putting final touches on the 30 new English-in-the-Discipline (ED) courses as well as making administrative arrangements for this transition.

Discussion of fine-tuning teaching materials and independent learning activities for English-in-the-Discipline (ED) courses has continued while the committee also dealt with the application of new University regulations and various administrative details related to Faculty enrollment policies, direct entry applications and English Language provision for remaining 3-year curriculum students. Additional elements include an External Examiner system for all courses in the 4-year curriculum as well as a focus on rationalizing the approach to assessment within the Centre.

## Research and Professional Development Committee

<b>Chair:</b> Lillian Wong		<b>Secretary:</b> Sanny Kwok		<b>Advisor:</b> Ken Hyland	
<b>Members:</b>					
Angela Chan	Lisa Cheung	Dick Huang	Martin Tang	Polly Tse	

The Research and Professional Development Committee (RPDC) encourages and strengthens a culture of continuous development in research and professional practices within the Centre.

In 2012-13, the RPDC conducted a survey on staff research and professional needs to help facilitate planning. Sixteen research seminars and professional development sessions and workshops were organized to facilitate curriculum reform and support colleagues' research interests. Speakers such as Vijay Bhatia, Lynne Flowerdew, Angel Lin and Theodore Rodgers were invited and a virtual seminar by Paul Nation was held. Professional development sharing sessions by colleagues on out-of-class learning, use of Moodle, assessment and feedback were given to help enhance teaching.

*My RPD Page*, an internal site, was created for CAES staff to share ideas and discuss issues related to research and professional development. Videos and materials from seminars were posted for staff to further explore topics of interest. Together with the RPDC website, colleagues are provided with information and resources that help enhance their knowledge and interest in research and professional development.

Special Interest Groups (SIGs) were relaunched with an expanded range of groups covering eight key areas of Applied Linguistics to help foster greater interaction and collaboration among colleagues who share similar interest in research and/or teaching to network, learn, mentor and work together. Guidelines for SIG coordinators and members were developed and *My SIG Forum* was created to facilitate SIG activities and communication.

In the coming academic year, the RPDC will continue to organize research seminars and professional development sessions that support colleagues in exploring their interests and provide opportunities for further development. The RPDC will also focus on realizing the plan of CAES organizing an international conference with *TESOL International Association* at HKU in January 2015.

## Teaching and Learning Quality Committee

<b>Chair:</b> Miranda Legg		<b>Secretary:</b> Jesse To/Alex Sum		
<b>Members:</b>				
Patrick Desloge	David Gardner	Joanna Lee	Phil Smyth	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.

In 2012-13, the TLQC conducted quality assurance reviews of 10 new courses currently being developed for the new four-year curriculum. It continues to conduct immediate reviews of courses which receive course effectiveness scores below a mean of 60. The TLQC also continues to run the Staff Student Consultative Committee (SSCC) meetings after each semester to gain student feedback on CAES courses.

During the last year, the TLQC also recruited three external examiners (EEs) for the new four-year curriculum courses. One EE will review the CAES1000 Core University English course and how that course, as a preparatory step, aligns with the goals of the ED courses. This EE will also review how CAES1000 aligns with the goals of the Common Core Curriculum and of the university as a whole. One EE will review the ED courses for the Faculty of Education, Social Sciences, Arts, and Business and Economics (16 courses). Finally, one EE will review the ED courses for the Faculty of Engineering, Science, Medicine, Dentistry, and Architecture (14 courses). A procedure for dissemination of External Examination Reports was also established and endorsed by the Committee on English Language Enhancement Programmes in 2012-13.

In 2012-13, the TLQC began work on producing an Assessment Policy document to be used for all CAES courses. An assessment framework is also being produced that will help course coordinators better monitor the effectiveness of course assessments. The aim is to strengthen formative and summative assessment practices in the Centre.

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

## Publicity and Outreach Committee

<b>Chair:</b> Ken Lau		<b>Secretary:</b> Chris Sun		
<b>Members:</b>				
Louisa Chan	David Gardner	Julie Ng	Jane Tsoi	Parco Wong

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 2012-13, POC was involved in a range of publicity events. In addition to making a contribution to the usual publicity events such as the University Information Day, the Faculty of Arts Open Day and the Pathfinding Exhibition, we reached out to the community by organising two rounds of visits to our Centre for 10 local secondary schools. A total of 80 students benefited from the various activities which aimed at improving their English speaking skills and building their confidence in using English. We have also been involved in preparing our Faculty's Centenary book publication.

In the new academic year, POC will continue its mission of making the Centre's courses and services known to students, academics and Hong Kong community through various channels.

# 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 Lecturer

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

Chan, A.C.K., B.A. *City*; M.Phil. *H.K.*; Ph.D. *Victoria Univ. of Wellington*

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

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

## Senior Lecturers

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

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*; M.Phil. *Nottingham.*

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

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

## Lecturers

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.*

\*Law, E.Y.Y., B.A., P.G.D.E., M.A. *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*

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.*

Tsoi, J.C.L., M.A. *Oxon*; M.Sc. *Lanc.*; CELTA *Cambridge/Roy. Soc. Of Arts*; M.A. *Manch.*

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

Wakeland, L.J., B.A. *Sydney*; MISD *N.S.W.*; CELTA *Aust. TESOL*; M.A. *Univ of Tech, Sydney*

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

## Assistant Lecturers

Castillo, J., B.A., *H.K.*; P.G.D.E., *C.U.H.K.*; M.Sc., *Oxford.*

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.*

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

Kwan, E.K.P., B.Sc. *Duke*; M.A. *McGill*; M.A. *H.K.*  
 Muse, K., B.A. *Alberta*.  
 Ng, C.Y.L., 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*; M.A. *London*.  
 See, M.N.F., B.Ed. *Han*; M.A. *H.K.*; M.A. *C.U.H.K.*  
 Sung, M.C.C., B.A., M.Phil. *H.K.*; Ph.D. *Lanc*  
 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
Cheung, B.P.Y.	Clerical Assistant
Kwok, S.W.S.	Secretary I
^Sum, A.C.M.	Executive 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, 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 1<sup>st</sup> July 2013

^ New staff members from 1<sup>st</sup> March 2013

#### 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 <sup>th</sup> Floor, Run Run Shaw Tower
Multi-Media Classrooms	Rooms 6.31-6.33, Run Run Shaw Tower

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