CAES
Centre for Applied English Studies

Centre for Applied English Studies

THE UNIVERSITY OF HONG KONG

Annual Report
2013-2014

Contents

INTRODUCTION

The Centre has just completed one of the busiest years in its 22-year history, launching a number of new courses and seeing the majority of its double-cohort students through their English language studies. The curriculum reform which saw Hong Kong universities transform themselves from three to four year institutions and accept an additional 30,000 undergraduates in the process, has been a challenging time for all teachers, but particularly so for those of us responsible for undergraduate academic literacy support.

Because English is the official medium of instruction at HKU, a major element of the new curriculum here has been the provision of English, and the Centre for Applied English Studies is at the heart of this provision. The Centre plays 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, contributions to the Faculty of Arts Summer Institute, offer 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.

Professor Ken Hyland
Director
Chair Professor of Applied Linguistics

September 2014

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 shift our emphasis from a general professional competence in English to 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 freshman 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.

All this activity has resulted in some impressive numbers. In 2013–2014 the Centre taught 6,925 undergraduate students (including 2,716 in CUE), 566 students in summer workshops, staff courses and other programmes, and 1,308 students in postgraduate courses. We also conducted 2,564 self-access consultations in our new rooms in the Learning Commons and graduated students from our Postgraduate Diploma in English Studies and Master of Arts in Applied Linguistics programmes. We also continued to teach 9 full-time and 3 part-time students on our PhD programme. Research was not forgotten as the Centre ran its active professional development seminar series bringing international names to HKU to speak. Several staff secured research and teaching development grants and almost everyone among our 50 teachers attended conferences, several giving plenary or keynote presentations. Many published their research in peer reviewed journals and in books, with titles appearing with Cambridge University Press, Routledge, John Benjamins, CityU Press and Shanghai Foreign Studies Press.

The 2014-2015 academic year promises to be another challenging and productive period as we prepare to introduce more new ED courses. We have just welcomed two new Assistant Professors and two full-time research students to the Centre and have launched a new MA TESOL in collaboration with the Faculty of Education. We are also busy preparing to host a big international English language conference, "Faces of English", next June and colleagues are beginning funded research projects on a plagiarism awareness programme and English exit assessment which will eventually have an impact on undergraduate education at HKU. These initiatives are exciting new challenges which we intend to meet with the same enthusiasm and attitude towards research-informed language education for which we are well-known.

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.
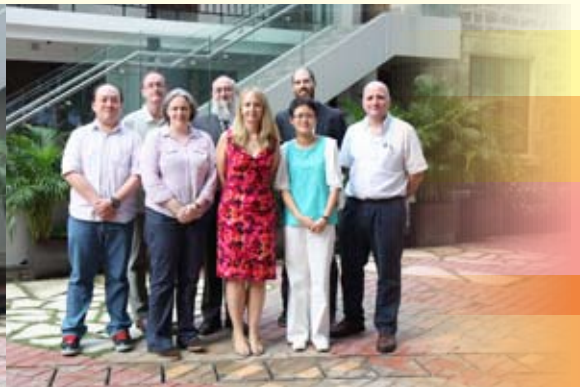
English Language Teaching

English language instruction, in the form of academic literacy support, forms the heart of the Centre's activities. The Centre provided courses for 8,800 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 2013-2014, the following courses were offered:

Regular undergraduate enhancement courses

Faculty	CAES Code	Course	Year	No. of Students
All	1000	Core University English	1	2,716
Architecture	9120	Communication Course for Architecture Students	1	81
	9121	Communication Course for Real Estate & Built Environment Students	1	84
Arts	1602 (B.A. Literary Studies)	Writing Solutions to Legal Problems	2 (Old curriculum)	9
	2202	Professional English for Arts Students	2 (Old curriculum)	329
	9220	Academic English for Students of Chinese Language, Literature, History, and Culture	2	37
	9221	Academic English for Students of Modern Languages and Cultures (SMLC)	2	89
	9222	Academic English for Students of Comparative Literature, English Studies, Philosophy, Fine Arts, & Translation (CEPAT)	2	90
	9223	Academic English for History Students	2	21
	9224	Academic English for Students of General Linguistics, and Language and Communication	2	40
	9225	Academic English for Music Students	2	11
Business & Economics	1602 (BBA Law)	Writing Solutions to Legal Problems	3 (Old curriculum)	73
	2905	English for Professional Communication for Economics and Finance Students	2 (Old curriculum)	281
	9920	Academic Communication for Business and Economics	2	592

Business & Economics	1602 (BBA Law)	Writing Solutions to Legal Problems	3 (Old curriculum)	73
	2905	English for Professional Communication for Economics and Finance Students	2 (Old curriculum)	281
	9920	Academic Communication for Business and Economics	2	592
Education	9420	Academic English for Information Management Students	3	41
	9421	Academic English for Speech & Hearing Sciences Students	2	46
	9422	Academic English for Exercise&Health Students	2	17
	9423	Academic English for Education Students	2	107
Engineering	1507 (CE, EE, EcomE, InfoE)	Professional and Technical Written Communication for Engineers	* 1 (Old curriculum)	18
	1509 (IETM, LESCM)	Professional and Technical Written Communication for Engineers	* 1 (Old curriculum)	6
	1513 (ME, BSE)	Professional and Technical Written Communication for Engineers	* 1 (Old curriculum)	13
	1515	Professional and Technical Oral Communication for Engineers	* 1 (Old curriculum)	37
	9520	Technical English for Industrial and Manufacturing Systems Engineering	2	53
Medicine	2702	English for Clinical Clerkship	2 (Old curriculum)	207
	2708	English for Clinical Clerkship for Chinese Medicine Students	2 (Old curriculum)	25
	9720	English for Clinical Pharmacy	2	24
	9721	Academic Communication for Nursing Students	2	187
Science	1801	Academic English for Science Students	* 1 (Old curriculum)	78
	2802	Advanced English for Science Students	2 (Old curriculum)	545
	9820	Academic English for Science Students	2	484
Social Sciences	1602 (Govt&Laws)	Writing Solutions to Legal Problems	2 (Old curriculum)	51
	1901	Academic English for Social Sciences	* 1 (Old curriculum)	41
	2902	English for Professional Communication for Social Sciences	2 (Old curriculum)	227
	2903	Professional Writing Skills for Social Work	2 (Old curriculum)	38
	9921	Great Speeches: Rhetoric and Delivery	2	51
	9922	Language, Genre and Reports	2	81
	9923	Writing Psychology: Text and Context	2	67
	9924	Language and Style of Narrative Journalism	2	28
Subtotal				**6,925**

* Specially catered for students directly admitted into Year 2

Postgraduate courses

Course	No. of Students
Dissertation Writing for Master of Dental Surgery and Master of Science	48
Dissertation Writing for Medical Sciences	64
MEd/MSc Writing Workshops	221
EdD Thesis Writing Workshop	13
English Course for Masters in Common Law (MCL) students	57
Intensive English for Postgraduate Students	88
Introduction to Thesis Writing	147
Introduction to Thesis Writing (The Humanities & Related Disciplines)	133
Introduction to Thesis Writing (The Sciences & Related Disciplines)	322
Effective Academic Presentations	51
Making Your Writing Clear	90
Reporting on other Researchers' Work	41
How to Publish Your Research (The Humanities & Related Disciplines)	3
How to Publish Your Research (The Sciences & Related Disciplines)	30
Subtotal	**1,308**

Other courses

Course	No. of Students
Medical/Dental Terminology Workshop	54
Management & Communication Skills for Engineers	25
Summer English Programme	279
English course for HKU Non-academic staff	119
Summer Institute in the Arts and Humanities	89
Subtotal	**566**

Total no. of students taught **8,799**

Self-Access Consultations **2,564**

Summer English Support Programme **1,192**

Summer Courses

The Centre offered a wide variety of summer courses from June to August 2014 for both HKU and external students.

Summer Institute for Students

In the 2013-2014 academic year, the Centre continued to offer its own Summer Institute from June 9 to August 20. Two hundred and eighty-one students (117 undergraduates and 164 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
- Learning English through Films
- Worlds of Language: Learn English through Creative Writing
- Getting the Hang of Idioms and Slang
- Presenting Your Research

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 9 to August 20 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, and 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, shared ideas for improvement at the end of each discussion and received feedback from the teacher.

Both activities were popular with HKU undergraduate and postgraduate students. A total of 611 students (343 undergraduates and 268 postgraduates) attended the programme among which 288 participated in the one-to-one sessions and 323 in the group discussions.

English Courses for the Summer Institute in the Arts and Humanities

89 students participated in the following English courses offered as part of the Summer Institute in the Arts and Humanities from July 14 to August 8. Fourteen students were participants of the "Oxford Programme", organized by Hertford College of the University of Oxford.

Exploring Art through English

This course helps students enhance their written and spoken English and Fine Art appreciation in a creative, visually-rich, and unique way. This is done by describing, analyzing and discussing Fine Art (e.g. paintings, sculpture, and prints). Students present art work of their own choice to the class. Course material is based on authentic audio, video, and online resources. A course website provides a base for course materials and tasks, access to art information and national/international galleries and museums, and links to language learning resources.

English Discussion Skills: Critical Discussions on China

This is an advanced speaking skills course that aims to improve students' ability to discuss critical issues in English. Students are exposed to a range of views on specific issues in Chinese culture and society, and are required to discuss these issues with others. The course uses a number of scholarly readings on China as starting points for discussions, and students are required to do some reading to prepare for lessons. Students will receive focused advice on how to improve their speaking skills, and will be required to do independent work in specific areas where they would like to improve.

English for Effective Communication in Business and Social Contexts

This course aims to develop students' business and social communication skills. Areas covered include negotiation and telephoning skills and writing business correspondence such as email, business letters and investigative reports; as well as oral and presentation skills in both informal and formal social contexts such as meeting new friends and interacting at social gatherings. Students develop their communication skills in relation to business meetings and cross cultural interactions and are given extensive opportunities to practise and apply the skills through a variety of speaking tasks and an end-of-course social function.

Self-Access Language Learning

CAES used the English Language Resource Centre (ELRC), and the Virtual English (VE) and English Learning Wiki (ELW) websites throughout the year to offer self-access language learning opportunities to all HKU students. CAES provision for self-access learning includes one-to-one advisory sessions, group discussions, and workshops on topics like fine art, current affairs and intercultural communication, script reading, business communication and film. Use of these self-access services is voluntary.

A total number of 2,564 participants used our services during the year (2,436 in 2012-13). There were 945 individual consultations (757 in 2012-3), and 1,619 students attended discussion groups and workshops (1,679 in 2012-13).

The Peer-Tutoring Scheme, which is co-coordinated by CEDARS and CAES, continued to operate in Zone R of the Learning Commons from late September 2013. In 2013-14, 31 peer tutors, who are native or expert speakers of English, provided one-to-one 25-minute chat sessions to fellow students for 872 hours. Between late September 2013 and April 2014, 1,743 chat sessions were booked (1,394 in 2012-13), and 1,512 students attended (1,247 in 2012-13), an attendance rate of 87%. These figures demonstrate the continuing popularity of the programme, demand for which still outstrips supply.

The Conversation Exchange aims to put students in contact with each other to practise speaking English or other languages. 172 students had registered for the Exchange by May 2014) down from 203 in the previous year).

The VE website provides information about resources in the ELRC, online booking of consultations and groups, and other online services, including, since January 2014, organized links to online resources. The Self-Access team successfully relocated old links from the EL Wiki website and updated these pages with new links. The number of unique visitors to the VE pages has averaged 121 per day. The most popular pages on the VE website in rank order were vocabulary, grammar, pronunciation, Fine Art discussions, and IELTS.

Publicity about self-access learning was carried out by a combination of bulk e-mail flyers to all students, posters and flyers distributed around the campus, contributions to U-vision and regular updates on the VE website.

English Language Support for Research Postgraduates

The Centre offers all HKU MPhil and PhD students a required core course, five elective modules, and the Graduate Writing Support Service (via the Graduate School). Over 900 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).

'Introduction to Thesis Writing' is the core course for research postgraduates, and aims to raise students' awareness of the linguistic demands of writing a thesis and of possible strategies for meeting these demands. Feedback from students is very positive, with over 93% of them considering the teachers effective. Two specialised versions 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 an 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 95% 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 2013-14 such courses were offered within the faculties of Dentistry, Education, Medicine and Law.

Specially Funded Courses

Whenever appropriate, the Centre also provides intensive courses for specific target groups by special arrangement. In 2013-14, Centre staff taught 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 staff members benefited from the following five 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 Workshop (Listening)*
- *Intensive English Workshop (Grammar)*

Courses / Workshops for Undergraduate and Taught Postgraduate Programmes

During the 2013-14 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*
- *Medical/Dental Terminology Workshops for Dentistry Students*

At postgraduate level

- *EdD Thesis Writing Workshop*
- *English Course for Masters in Common Law (MCL) Students*
- *Induction Course: Dissertation Writing for Medical Sciences*
- *MEd/MSc Writing Workshops*
- *Dissertation Writing for Master of Dental Surgery and Master of Science – An Induction Course*

Research Projects

In 2013-2014, the Centre conducted a wide range of projects, focused in the following areas:

Academic Genres
- Academic publishing: Issues and challenges in the construction of knowledge *(K. Hyland)*
- Disciplinary & seniority variations in research articles: A corpus-based study of metadiscourse *(P. Tse)*

Assessment
- Assessing reflection *(K. Lau)*
- Designing speaking assessment questions in a first-year undergraduate EAP course: Testing validity, managing knowledge *(J. Tsoi, C. Tait and B. Wo)*

Autonomy and Language Learning
- Bridging the gap: Principles for the effective integration of self-access language learning (SALL) into taught English courses *(E. Law)*
- Examining the language learning styles, motivation and autonomy of university students in Hong Kong *(C. Lee, T. Ip and Professor A. Yeung, Institute of Positive Psychology and Education, Australian Catholic University)*
- Space for developing learner autonomy in shadow education *(K. Yung)*
- Profiling the new generation of English learners: The case of HKU *(K. Lau and D. Gardner)*

Discourse Analysis
- A study of L1 and L2 tutors' and peer tutors' advice in writing consultations *(C. Lee)*
- A study of question and answer sessions in academic presentations *(A. Chan, C. Lee, L.K. Tse and L. Wakeland)*
- Exploring the construction of professional identities in business meetings in a Hong Kong workplace *(A. Chan)*
- The intertextuality and interdiscursivity of online triad communities in Hong Kong *(P. Wong)*

English as a Lingua Franca
- English as a lingua franca in Taiwan and Hong Kong universities *(K. Lau)*

English-in-the-Discipline

- An evaluation of the implementation of an English-in-the-discipline course for speech & hearing sciences students *(N. Fong, K. Yung and Dr. A. Wong, Department of Speech & Hearing Sciences, Faculty of Education, HKU)*

- Specific vs general EAP *(K. Hyland)*

Language Acquisition

- Identity formation of a local-non-local "hybrid" in a multicultural university residential hall: An ethnographic narrative inquiry *(K. Yung)*

Language Education

- An overview of EAP *(K. Hyland and P. Shaw, University of Stockholm)*

- Curriculum innovation, teacher change and professional development *(L.L.C. Wong)*

- Enhancement of Core University English Course through development of eLearning Moodle materials *(M. Legg, K. Ho, K. Pat, C. Tait and L. Wakeland)*

- Learning English in the shadows: Conflicting or complementing ideologies with mainstream education *(K. Yung)*

- Teacher questions in the EAP classroom *(K. Pat, J. Castillo, A. Wong and L.L.C. Wong)*

Funding

Funding for the projects came from various sources including the Internal Research Grants, Teaching Development Grants, the Seed Funding Programme for Basic Research and Small Project 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 2013-14 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 2013-2014

27th , 28th and 29th August 2013	**Patrick Desloge and Benny Wong** CAES, University of Hong Kong *MMC Orientation*
18th September 2013	**Darren Harbutt** eLearning Pedagogical Support Unit of Centre for Enhancement of Teaching and Learning, University of Hong Kong *Using Moodle to Support the Feedback Process*
2nd October 2013	**Darren Harbutt** eLearning Pedagogical Support Unit of Centre for Enhancement of Teaching and Learning, University of Hong Kong *Turnitin Grademark Introduction Session for Interested Colleagues*

23rd October 2013	**Michael Halliday**
	The University of Sydney
	Languages, and Language, in Today's Changing World

30th October 2013	**David Pomfret**
	Department of History, University of Hong Kong
	'Palingenetic Teaching': Learning from Histories of Youth

13th November 2013	**Peter Skehan**
	St. Mary's University College, Twickenham and the University of Auckland
	Foreign Language Aptitude, a Critical Period, and Hyperpolyglots

20th November 2013	**Simom Boynton, Kevin Pat and Colin Tait**
	CAES, University of Hong Kong
	Practical Ideas to Increase Student Motivation in the Classroom

15th January 2014	**Simon Boynton, Sam Cole, Phil Smyth and Jane Stokes**
	CAES, University of Hong Kong
	Assessing in the Twilight Zone: The 'Other' Dimensions of Practice and Policy

| 24th January 2014 | **Ken Hyland** (CAES, University of Hong Kong) **and Brian Paltridge** (The University of Sydney) |
| | *Advice from the Editors: Academic Publishing in Arts and Humanities Journals* |

6th March 2014	**Douglas Biber**
	Northern Arizona University
	Are There Linguistic Consequences of Literacy? Comparing the Potentials of Language Use in Speech and Writing

12th March 2014	**Lindsay Miller and Christoph Hafner**
	Department of English, City University of Hong Kong
	Structure and Agency in Learning Spaces: Considerations for EAP Course Design

2nd April 2014	**Ken Lau, Jane Stokes and Rebecca Welland**
	CAES, University of Hong Kong
	The Reflective Thread: From Integration to Assessment

9th April 2014	**Miranda Legg**
	CAES, University of Hong Kong
	The Link between the Core University English Course and the Common Core Curriculum

19th May 2014	**Jane Sunderland** Lancaster University *Helping Undergraduate and Postgraduate Students to Write Up Empirical Work in Essays and Dissertations*	
20th May 2014	**Jane Sunderland** Lancaster University *Gender and Language Research Methodologies: Exploring Practices, Texts and Perceptions*	
21st May 2014	**Jane Sunderland** Lancaster University *Gender Issues for Second Language Education: Implications for English Teachers in Higher Education*	
28th May 2014	**Patrick Desloge** CAES, University of Hong Kong *Data Collection and Data Privacy: A Primer*	

CAES

Centre for Applied English Studies

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 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. The Centre publishes the *Asian Journal of Applied Linguistics*, of which the Associate Director is the editor. Other researchers at the Centre also serve as editors or reviewers for international journals and publishers. Recent output includes articles in publications such as *Journal of Second Language Writing, Pragmatics and Society and System*. Centre teachers have also contributed to the organization of conferences and given plenary and keynote addresses. Such activities are supported by funding from a range of sources such as the Research Grants Council and Teaching Development Grants.

In 2013-2014, Centre staff published the following items:

Staff Publications

Castillo, J.J.T.

- (with Murphy, V.A.) Modality, vocabulary size and question type as mediators of listening comprehension skill. *Contemporary Foreign Languages Studies*. Shanghai, Shanghai Jiaotong University, 2013, 396 (12): 15-30. http://dx.doi.org/10.3969/j.issn.1674-8921.2013.12.003.

Fong, N.S.N.

- (with Lee, J.C.Y.) Book review of "English as a lingua franca in higher education: A longitudinal study of classroom discourse". *The Asian Journal of Applied Linguistics*. 2014, 1: 80-81.

Gardner, D.P.

- (with Lai, C. and Law, Y.Y.) New to facilitating self-directed learning: The changing perceptions of teachers. *Innovation in Language Learning and Teaching*. London, Routledge, 2013, 7: 281-294. http://dx.doi.org/10.1080/17501229.2013.836208.
- (with Law, Y.Y. and Lai, C.) Training new teachers to promote self-directed learning. *ILAC selections: Autonomy in a Networked World*. New Zealand, Independent Learning Association, 2013, 68-69.
- (with Miller, L.) *Managing Self-Access Language Learning*. Hong Kong, City University Press, 2014.
- (with Miller, L.) Self-access managers: An emerging community of practice. *System*. 2013, 41: 817-828. http://dx.doi.org/10.1016/j.system.2013.08.003.
- (with Miller, L.) The management skills of SALL managers. *Studies in Self-Access Learning Journal*. 2013, 4: 236-252.
- (with Miller, L.) The professional identity of SALL practitioners. *Independent Learning Association Conference Proceedings*. Bangkok, KMUTT, 2014, 106-114.
- Editor. *The Asian Journal of Applied Linguistics*, 2014.

Hui, J.S.Y.

- Power and connection: Humor in a Cantonese family, In: Chiaro, D. & Baccolini, R. (Eds)., *Gender and Humor: Interdisciplinary and International Perspectives*. New York and London, Routledge, 2014, 182-200.

Hyland, K.L.

- (with Wong, L.L.C.) Innovation and the implementation of change, In: Hyland, K. & Wong, L.L.C. (Eds)., *Innovation and Change in Language Education*. London, Routledge, 2014, 1-10.

- *Academic Written English*. Shanghai, Shanghai Foreign Language Education Press, 2014.
- Faculty feedback: Perceptions and practices in L2 disciplinary writing. *Journal of Second Language Writing*. Elsevier, 2013, 22: 240-253. http://dx.doi.org/10.1016/j.jslw.2013.03.003.
- Interaction in two journalistic genres: A study of interactional metadiscourse. *English Text Construction*. 2014, 7: 122-144.
- Materials for developing writing skills, In: Tomlinson, B. (Ed)., *Developing Materials for Language Teaching*. London, Bloomsbury, 2014, 391-406.
- Student perceptions of hidden messages in teacher written feedback. *Studies in Educational Evaluation*. Elsevier, 2013, 39: 180-187. http://dx.doi.org/10.1016/j.stueduc.2013.06.003.

Lau, K.K.

- (with Lin, C.Y.) The role of English as a lingua franca in social integration: The case of the international students of a university in Taiwan. *The Asian Journal of Applied Linguistics*. 2014, 1: 36-49.
- Book review of "English as a lingua franca in the international university: The politics of academic English policy". *The Asian Journal of Applied Linguistics*. 2014, 1: 76-77.
- Independent learning in a technical course from the students' perspective. *Independent Learning Association Conference Selections 2012*. 2013, 54-56.

Law, Y.Y.

- (with Gardner, D.P. and Lai, C.) Training new teachers to promote self-directed learning. *ILAC selections: Autonomy in a Networked World*. New Zealand, Independent Learning Association, 2013, 68-69.
- (with Lai, C. and Gardner, D.P.) New to facilitating self-directed learning: The changing perceptions of teachers. *Innovation in Language Learning and Teaching*. London, Routledge, 2013, 7: 281-294. http://dx.doi.org/10.1080/17501229.2013.836208.

Lee, F.K.C.

- Identifying and recruiting language teachers: A research-based approach. *Teachers College Record*. Columbia University, 2013, 114, Issue 9.
- L2 Learning as social practice: Conversation-analytic perspectives. *Pragmatics and Society*. John Benjamins, 2014, 5(1): 147-150.

Lee, J.C.Y.

- (with Fong, N.S.N.) Book review of "English as a lingua franca in higher education: A longitudinal study of classroom discourse". *The Asian Journal of Applied Linguistics*. 2014, 1: 80-81.

Ng, Y.F.

- (with Lu, D.) The pedagogical maze: Retrospection on CLT in Hong Kong. *Open Journal of Modern Linguistics*. 2013, 3: 289-294. http://dx.doi.org/10.4236/ojml.2013.34036.

Wang, W.

- Implementing the innovative 2003 English curriculum for senior secondary schools in China: Teachers' beliefs and practices, In: Coniam, D. (Ed)., *English Language Education and Assessment: Recent Developments in Hong Kong and the Chinese Mainland*. Singapore, Springer, 2014, 16.

Wong, L.L.C.

- (with Hyland, K.L.) Innovation and the implementation of change, In: Hyland, K. & Wong, L.L.C. (Eds)., *Innovation and Change in Language Education*. London, Routledge, 2014, 1-10.

Conference, Seminar and Other Presentations

Boynton, S.D.

- (with Smyth, P.D., Cole III, S.F. and Stokes, J.H.) Assessing in the twilight zone: The 'other' dimensions of practice and policy. *CAES seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.
- (with Smyth, P.D., Stokes, J.H. and Cole, III S.F.) Supporting teacher-based assessment (TBA): The role of an assessment group. *ELTU conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.

Castillo, J.J.T.

- (with Wong, L.L.C., Chan, K.H., Cheung, Scanlon S., Pat, K. and Wong, A.C.) An analysis of six ED courses: Design, implementation, assessment and materials development. *CAES Staff Retreat, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.

Chan, A.C.K.

- (with Zhang, W.) Giving directives in Cantonese: A case study of a Hong Kong workplace. *The 12th International Conference of the International Association for Languages and Intercultural Communication*. Hong Kong. 2013.
- (with Zhang, W.) Transition space repair: A multi-modal analysis of its relevance for turn organization. *The 13th International Pragmatics Conference, New Delhi*. India. 2013.
- Being a mentor, a manager, or both? Exploring the construction of professional identities in business meetings in a Hong Kong workplace. *The 13th International Pragmatics Conference, New Delhi*. India. 2013.

Chan, K.H.

- (with Wong, L.L.C., Castillo, J.J.T., Cheung, Scanlon S., Pat, K. and Wong, A.C.) An analysis of six ED courses: Design, implementation, assessment and materials development. *CAES Staff Retreat, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.

Cheung, L.M.L.

- What is possible with corpus-based learning? Integration of Moodle with dentistry corpora in the English-in-the-Discipline course. *The CITE Research Symposium 2014 (CITERS 2014), The University of Hong Kong*. Hong Kong. 2014.

Cheung, Scanlon S.

- (with Wong, L.L.C., Castillo, J.J.T., Chan, K.H., Pat, K. and Wong, A.C.) An analysis of six ED courses: Design, implementation, assessment and materials development. *CAES Staff Retreat, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.

Choy, Datwani D.

- Evaluating a self-access centre's effectiveness and efficiency. *Doing Research in Applied Linguistics II / Independent Learning Association Conference*. Bangkok. 2014.

Cole III, S.F.

- (with Smyth, P.D., Boynton, S.D. and Stokes, J.H.) Assessing in the twilight zone: The 'other' dimensions of practice and policy. *CAES seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.
- (with Smyth, P.D., Stokes, J.H. and Boynton, S.D.) Supporting teacher-based assessment (TBA): The role of an assessment group. *ELTU conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.

Fong, N.S.N.

- (with Yung, K.W.H.) Reviewing the Implementation of an English-in-the-Discipline Course for Speech & Hearing Sciences Students. *ELTU conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.
- Integrating English-in-the-discipline for the 4-year new undergraduate curriculum in Hong Kong. *49th RELC International Seminar, Critical Competencies for the 21st Century Language Classroom, SEAMEO Regional Language Centre*. Singapore. 2014.

Gardner, D.P.

- (with Lau, K.K.) New era, new curricular contexts: Profiling the new generation of English learners. *ELTU conference, Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.
- (with Miller, L.) The professional identity of SALL practitioners. *The 6th International Independent Learning Association Conference*. Bangkok, Thailand. 2014.
- (with Yung, K.W.H.) Self-access language learning: Students' perceptions and choices. *The 6th International Independent Learning Association Conference*. Bangkok, Thailand. 2014.
- Curriculum development, implementation and review: Language centre challenges. Panel discussion. *ELTU conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.
- Enhancing the use of university English. Invited presentation, *The University of Science and Technology*. Hong Kong. 2014.

Hazell, A.A.L.

- (with Smyth, P.D.) Flipping the classroom: Teachers' voices. *ELTU conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.
- (with Welland, R.J.) CAES IT SIG: Jing, Camtasia and Screencast. *Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2013.

Ho, K.L.

- (with Hui, J.S.Y.) Designing English courses for engineers: Addressing commonality and language specifics. *2014 Symposium on English Education and Studies, Department of English, Wenzao Ursuline University of Languages*. Kaohsiung, Taiwan. 2014.
- (with Hui, J.S.Y.) Leveraging authentic materials in learning task design in a technical communication course: An example of teaching user manual writing. *2014 Symposium on English Education and Studies, Wenzao Ursuline University of Languages*. Kaohsiung, Taiwan. 2014.
- I argue that or It is suggested that: A corpus-informed investigation on stance establishment in academic writing. *7th Free Linguistics Conference, The Hong Kong Polytechnic University. Hong Kong*. 2013.

Hogue, T.A.

- The effectiveness of a learning management system in an English in the Discipline business course HKU. *International Conference 'Higher Education and Research and the Student Learning Experience in Business', Centre for Excellence in Learning and Teaching (CELT), the Faculty of Business and Economics, University of Melbourne*. Melbourne, Australia, 2013.

Hui, J.S.Y.

- (with Ho, K.L.) Designing English courses for engineers: Addressing commonality and language specifics. *2014 Symposium on English Education and Studies, Department of English, Wenzao Ursuline University of Languages*. Kaohsiung, Taiwan. 2014.
- (with Ho, K.L.) Leveraging authentic materials in learning task design in a technical communication course: An example of teaching user manual writing. *2014 Symposium on English Education and Studies, Wenzao Ursuline University of Languages*. Kaohsiung, Taiwan. 2014.
- How may I help you?: An analysis of call centre openings & Cooking up a PhD: a discussion session. *Thesis group seminar, School of Linguistics and Applied Language Studies, Victoria University of Wellington*. New Zealand. 2014.

Hyland, K.L.

- Advice from the editors: Publishing in humanities journals. *CAES Seminar Series, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.
- Corpora and academic writing. What's all the fuss about?. *Communication Skills Conference, Helsinki University*. Finland. 2013.
- Corpora and change in English language teaching. *TESOL Conference in Portland, Oregon*. USA. 2014.
- Disciplinary membership and identity performance. *Literacy Symposium, University of Stockholm*. Sweden. 2013.
- Innovating instruction: Specificity and writing in the disciplines. *Applied Linguistics Association of Korea, Pusan*. Korea. 2013.
- Innovating instruction: Specificity in EAP. *9th International Conference on English for Specific Purposes, Universiti Teknologi Malaysia, Johor*. Malaysia. 2014.
- Interactions in research writing. *TESOL Sudan Bi-annual Conference, Khartoum*. Sudan. 2013.
- Publishing in English literature and linguistics journals. *Seminar on Publishing, University of Stockholm*. Sweden. 2014.
- Researching and teaching academic English. *Japan Association of College English Teachers annual convention (JACET 2013) Kyoto University*. Japan. 2013.
- The academic homepage: Identity construction or brand management?. *British Association of Applied Linguistics Annual Conference, Herriot Watt University*. Edinburgh, Scotland. 2013.
- What do faculty want? Perceptions on feedback to L2 writers. *TESOL Conference in Portland, Oregon*. USA. 2014.
- Working with writing. Understanding texts, writers and readers. *AEX-SEAMEO RELC Conference Singapore Expo Centre*. Singapore. 2013.
- Writing-to-Learn: Faculty Expectations of L2 Disciplinary Writing. *American Association for Applied Linguistics Conference, Portland, Oregon*. USA. 2014.

Lau, K.K.

- (with Gardner, D.P.) New era, new curricular contexts: Profiling the new generation of English learners. *ELTU conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.
- (with Stokes, J.H. and Welland, R.J.) The reflective thread: From integration to assessment. *CAES Seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.
- Beyond the textual boundary: The notion of practice in ESP teaching and research. *Keynote Address, 2014 Symposium on English Education and Studies, Wenzao Ursuline University of Languages*. Kaohsiung, Taiwan. 2014.
- Corpus-informed teaching and research. *Workshop at the English Teaching/Learning Resource Center for Technological Universities and Colleges in Southern Taiwan*. Kaohsiung, Taiwan. 2013.
- ESP teaching and research: Arts and humanities. *Workshop at the English Teaching/Learning Resource Center for Technological Universities and Colleges in Southern Taiwan*. Kaohsiung, Taiwan. 2013.
- ESP teaching and research: Sciences and engineering. *Workshop at the English Teaching/Learning Resource Center for Technological Universities and Colleges in Southern Taiwan*. Kaohsiung, Taiwan. 2013.
- Integrating reflection into a technical communication course. *2014 Symposium on English Education and Studies, Wenzao Ursuline University of Languages*. Kaohsiung, Taiwan. 2014.
- Introduction to corpus linguistics workshop series. *Department of Foreign Languages and Applied Linguistics, Yuan Ze University*. Taoyuan, Taiwan. 2013.
- Nurturing reflective and independent learners through a technical communication course. *Beyond Borders: Communicating Globally*. Vancouver, Canada. 2013.
- Revising the long debate: Should/Can reflection be assessed? Views from teachers of a university English language centre. *Language Centre Seminar, Baptist University*. Hong Kong. 2013.

Lee, F.K.C.

- Tutors' feedback and self-politeness: A study of native and non-native English-speaking tutors' feedback on L2 tutees' writings in face-to-face tutorials. *The 17th English in Southeast Asia Conference 2013*. Kuala Lumpur, Malaysia. 2013.
- Two case studies on sharing Christian faith through ELT. *2014 CELT - Intercultural Communication: Globalization and Localization of English Teaching*. Taiwan. 2014.

Lee, J.C.Y.

- (with Wong, P.M.T.) Innovations and challenges: Developing a public speaking course for social sciences students. *ELTU Conference 2014: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.

Legg, M.G.

- Implementation of an English for general academic purposes course: Lessons Learnt. *English Language Centre Symposium, The 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*. Vancouver, Canada. 2013.

Pat, K.

- (with Wong, L.L.C., Castillo, J.J.T., Chan, K.H., Cheung, Scanlon S. and Wong, A.C.) An analysis of six ED courses: Design, implementation, assessment and materials development. *CAES Staff Retreat, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.

Smyth, P.D.

- (with Boynton, S.D., Cole III, S.F. and Stokes, J.H.) Assessing in the twilight zone: The 'other' dimensions of practice and policy. *CAES seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.
- (with Hazell, A.A.L.) Flipping the classroom: Teachers' voices. *ELTU conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.
- (with Stokes, J.H., Boynton, S.D. and Cole III, S.F.) Supporting teacher-based assessment (TBA): The role of an assessment group. *ELTU conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.
- Promoting assessment for learning and ensuring quality in assessment. *In-service Programme for Guangdong English Teachers*. 2013.

Stokes, J.H.

- (with Lau, K.K. and Welland, R.J.) The reflective thread: From integration to assessment. *CAES Seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.
- (with Smyth, P.D., Boynton, S.D. and Cole III, S.F.) Assessing in the twilight zone: The 'other' dimensions of practice and policy. *CAES seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.
- (with Smyth, P.D., Boynton, S.D. and Cole III, S.F.) Supporting teacher-based assessment (TBA): The role of an assessment group. *ELTU conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.

Tait, C.D.C.

- (with Tsoi, J.C.L. and Wo, B.W.) Designing speaking assessment questions in a first-year undergraduate EAP course: Testing validity, managing knowledge. *ELTU Conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.

Tse, L.K.

- (with Storey, A.M., Chan, L.K. and Sarangi, S.) The structure and functions of summaries in bedside instructional encounters. *Frontiers in Medical and Health Sciences Education, The University of Hong Kong*. Hong Kong. 2013.

Tse, P.T.

- Gender representations in English magazine advertisements in Hong Kong. *International Conference on Language & Communication*. Thailand. 2013.

Tsoi, J.C.L.

- (with Tait, C.D.C. and Wo, B.W.) Designing speaking assessment questions in a first-year undergraduate EAP course: Testing validity, managing knowledge. *ELTU Conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.

Wakeland, L.J.

- (with Wong, A.C.) Scaffolding genres in English for pharmacy and real estate courses using 'Sydney School' Pedagogy. *ELTU Conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.

Wang, W.

- A comparative study of self-mentions in academic writing in English and Chinese. *The Annual Bloomsbury Round Table on Communication, Cognition and Culture*. London. 2014.

Welland, R.J.

- (with Hazell, A.A.L.) CAES IT SIG: Jing, Camtasia and Screencast. *Centre for Applied English Studies, The University of Hong Kong. Hong Kong*. 2013.
- (with Lau, K.K. and Stokes, J.H.) The reflective thread: From integration to assessment. *CAES Seminar, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.

Wo, B.W.

- (with Tsoi, J.C.L. and Tait, C.D.C.) Designing speaking assessment questions in a first-year undergraduate EAP course: Testing validity, managing knowledge. *ELTU Conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.

Wong, A.C.

- (with Wakeland, L.J.) Scaffolding genres in English for pharmacy and real estate courses using 'Sydney School' Pedagogy. *ELTU Conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong*. Hong Kong. 2014.
- (with Wong, L.L.C., Castillo, J.J.T., Chan, K.H., Cheung, Scanlon S. and Pat, K.) An analysis of six ED courses: Design, implementation, assessment and materials development. *CAES Staff Retreat, Centre for Applied English Studies, The University of Hong Kong*. Hong Kong. 2014.

Wong, L.L.C.

- (with Castillo J.J.T., Chan K.H., Cheung Scanlon S., Pat K. and Wong A.C.) An analysis of six ED courses: Design, implementation, assessment and materials development. *CAES Staff Retreat, Centre for Applied English Studies, The University of Hong Kong.* Hong Kong. 2014.
- Beyond assessment: Reflection and self-representation in university student e-Portfolios. *The 46th Annual Meeting of the British Association for Applied Linguistics.* Edinburgh, Scotland. 2013.
- Exploring Innovation and change in English language education for professional development: Theory to practice, Practice to theory. *Invited featured speaker, Korea TESOL International Conference 2013: Exploring the road less traveled: From practice to theory.* Korea. 2013.
- Innovation and change in English language education. *Colloquium, The 48th TESOL International Convention & English Language Expo, Portland, Oregon.* USA. 2014.
- Innovation and change in English language education – Using technologies to support autonomous learning: From practice to theory. *Invited featured speaker, Korea TESOL International Conference 2013: Exploring the road less traveled: From practice to theory.* Korea. 2013.
- Innovation in English language education: Integrating experiential learning and e-portfolios into a collaborative professional English curriculum. *Invited speaker on panel "Language Ability and Sustainable Social Development: Successful L-2 Learning: What We Know". International Conference on Language, Ministry of Education, People's Republic of China in partnership with UNESCO.* Suzhou, China. 2014.
- Innovation in English language education, teacher change, and professional development. Invited speaker at Tea with Distinguished TESOLers. *The 48th TESOL International Convention & English Language Expo, Portland, Oregon.* USA. 2014.
- Invited interview with featured speaker. *Korea TESOL International Conference 2013: Exploring the road less traveled: From practice to theory.* Korea. 2013.
- Transforming teaching: Innovation in the language curriculum. *Colloquium, American Association for Applied Linguistics 2014 Conference, Portland, Oregon.* USA. 2014.

Wong, P.M.T.

- (with Lee, J.C.Y.) Innovations and challenges: Developing a public speaking course for social sciences students. *ELTU Conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong.* Hong Kong. 2014.
- A case study of the intertextuality and interdiscursivity of online triad communities in Hong Kong. *The Fifth Asian Conference on the Social Sciences (ACSS 2014), The International Academic Forum.* Osaka, Japan. 2014.
- The intertextuality and interdiscursivity of triad discourse in Hong Kong online communities. *Genre SIG presentation, Centre for Applied English Studies, the University of Hong Kong.* Hong Kong. 2014.

Yung, K.W.H.

- (with Gardner, D.P.) Self-access language learning: Students' perceptions and choices. *The 6th International Independent Learning Association Conference.* Bangkok, Thailand. 2014.
- (with Fong, N.S.N.) Reviewing the Implementation of an English-in-the-Discipline Course for Speech & Hearing Sciences Students. *ELTU conference: Curriculum Development, Implementation, and Review, The Chinese University of Hong Kong.* Hong Kong. 2014.
- Learning motivations in the shadow of English language teaching. *Language in Focus: Exploring the challenges and opportunities in Linguistics and English Language Teaching.* Antalya, Turkey. 2014.
- Recruiting and engaging participants: Methodological implications. *Doing Research in Applied Linguistics Conference.* Bangkok, Thailand. 2014.
- Teaching and learning English in private supplementary tutoring: A sociocultural perspective. *The 31st International Conference on English Teaching and Learning.* Taiwan. 2014.
- Using English out-of-class: An ethnographic study of cross-cultural communication in higher education in students' living environment. *The 31st International Conference on English Teaching and Learning.* Taiwan. 2014.

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 2013-2014 are described below:

Programme Coordination Committee

Chair: **Liz Samson** Secretary: **Eliza Yu** Assistant Secretary: **Icy Tsang**	Members:			
	Simon Boynton	**Lisa Cheung**	**Natalie Fong**	**Ken Hyland**
	Jon Hui	**Sam Cole**	**Joanna Lee**	**Miranda Legg**
	Elaine Martyn	**Phil Smyth**	**Jane Stokes**	

The Programme Coordination Committee (PCC) consists of the Programme Coordinator for each university faculty who is responsible for the related CAES undergraduate courses. The committee acts as a forum for interpreting University curricula regulations and policy and for coordinating and sharing course implementation issues.

The academic year 2013-14, the second year of the 4-year curriculum, saw 20 new English-in-the-Discipline courses being run for the first time. As the final offering of several of the 3-year curriculum courses also took place this year, it has been a very busy one for coordinators.

This past year the committee also discussed and implemented a new dimension to programme coordinators' workloads, that of middle managers within CAES. This involves stronger involvement in staffing issues particularly contract renewal procedures as well as reviving a system of Core Teams related to English courses for each faculty within the Centre.

Research and Professional Development Committee

Chair: **Lillian Wong** Secretary: **Sanny Kwok** Advisor: **Ken Hyland**	Members:		
	Angela Chan	**Lisa Cheung**	**Ashley Hazell**
	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 2013-14, 17 research seminars and professional development sessions and workshops were organized to facilitate curriculum reform and support colleagues' research interests. Renowned speakers such as Douglas Biber, Michael Halliday, Ken Hyland, Brian Paltridge, Peter Skehan, and Jane Sunderland were invited. The seminars were very well attended by colleagues from the Centre, HKU and other universities. Professional development sharing sessions by colleagues on use of Moodle, assessment, motivation and course design were given to help enhance teaching and learning.

To further promote sharing of expertise and discussion of ideas among colleagues, two sections, Conference Sharing and Seminar Thoughts, were added in My RPD Page, the internal site on research and professional development for CAES staff. 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. A "Food for Thought" board was also created to provide colleagues an alternative space to post notices, share comments, inspirations and observations related to teaching and research.

Special Interest Groups (SIGs) covering eight key areas of Applied Linguistics have helped foster greater interaction and collaboration among colleagues who share similar interest in research and/or teaching to network, learn, mentor and work together. Various projects were carried out and some groups shared their investigations in the CAES retreat that the RPDC helped organize and received much interest and positive feedback.

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. A new RPDC website is being developed. The organization of the CAES International Conference 2015 supported by the RPDC and many colleagues is well under way.

Teaching and Learning Quality Committee

Chair: **Miranda Legg** Secretary: **Alex Sum/Chris Sun**	Members:		
	Patrick Desloge	**David Gardner**	**Joanna Lee**
	Phil Smyth	**Peter Voller**	**Jane Stokes**

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 2013-14, the TLQC conducted quality assurance reviews of seven new courses 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 designed a new quality assurance feedback mechanism for teachers to give feedback on courses. Members produced a new CAES Assessment Policy which will be implemented in all undergraduate courses to ensure that assessment practices are fair and rigorous. A new Teaching Development Grant endorsement procedure was also implemented by the committee. Finally, the committee has also created a new centralized data collection system to streamline the collection of quality assurance data for stakeholders of our work.

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

Publicity and Outreach Committee

Chair: **Ken Lau** Secretary: **Chris Sun/Alex Sum**	Members:		
	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 2013-14, 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 helped co-organize the first HKU English Public Speaking Competition with the Campus Toastmasters Club. Nearly 40 students signed up for the competition. We continued to reach out to the community by organising three rounds of visits to our Centre for more than 100 students who benefited from the various activities which aimed at improving their English speaking skills and building their confidence in using English.

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. In addition, we will strengthen our involvements in the area of knowledge exchange.

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.*

Associate Professor
Lee, C.F.K., B.Ed. *Western Australia College of Adv. Edu (Edith Cowan U)*; M.A.; Ph.D. *London*; MCIL

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.*
*Lee, J.C.Y., B.A., P.G.D.E. *H.K.*; M.A., Ph.D. *York.*
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.*
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, 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, Ph.D. *Victoria University of Wellington, NZCE AAVA NZ*
*Kwan, E.K.P., B.Sc. *Duke*; M.A. *McGill*; P.G.D.E., M.A. *H.K*; Ph.D. *Lancs.*
Law, E.Y.Y., B.A., P.G.D.E., M.A. *H.K.*
Li, V.Y.Y., B.Phil. *Birm.*; M.A. *H.K.P.U.*
*Ng, J.Y.F., B.Sc. *London*; B.A., P.C.Ed. *H.K.*; M.A. *Baptist.*
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.U.*; 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 Univ.*; Ph.D. *H.K.*
Welland, R.J., B.A. *Oxford*; M.A. *Surrey*; DELTA *Cambridge.*
*Wo, B.W.L., B.A. *Virginia*; M.S. *Wheelock*; Grad. Cert. *Massachusetts*; Ed.D. *Teachers College, Columbia.*
Wong, P.M.T., B.A., M.Phil. *H.K.*; M.Phil. *Cambridge.*

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.*
Muse, K., B.A. *Alberta.*
Ng, C.Y.L., B.A., M.Phil. *H.K.*
Pat, K., B.B.A. *Baruch College CUNY*; CELTA, DELTA *Cambridge ESOL*; M.A. *Macquarie Univ.*
Roberts, S.J., B.Soc.Sci. *Cape Town*; CELTA, DELTA *Cambridge*; M.A. *London.*
Scanlon, S., B.A., *Dublin*; Cert. Teacher Training *Alpha College Dublin*; M.A., *H.K.P.U.*
Tait, C.D.C., CELTA, DELTA *Cambridge/Roy. Soc. of Arts*; B.A., M.A. *H.K.*
Wong, A.C., B.A. *H.K.*; B.Ed. *H.K.*; CELTA *Cambridge.*
Wong, H.H.T., B.A. *H.K.P.U.*; M.A. *H.K.*
Yung, K.W.H. B.A., M.A. *H.K.*

Honoray Assistant Professor

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

Part-time teaching staff

Smith G.P.S., B.Sc. *Brist.*; P.G.C.E. *Sussex*; M.Phil., Ph.D. *Papua New Guinea U. Tech.*
Hui-Bon-Hoa, M.L., B.A., M.A., *Stanford*, Cert. Adv. *St. Harvard*; Ph.D. *Lond.*

Post-doctoral Fellow

Ip, T.N.M., B.Soc.Sc. *H.K.*; Ph.D. *H.K.*

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)	**Sum, A.C.M.**	(Executive Assistant)
Chan, J.C.F.	(Clerk I)	**Sun, C.T.Y.**	(Executive Assistant)
Cheng, A.W.Y.	(Clerk I)	**Tsang, I.M.S.**	(Executive Officer)
Cheung, B.P.Y.	(Clerical Assistant)	**Wan, A.H.M.**	(Clerk I)
Kwok, S.W.S.	(Secretary I)	**Wong, I.K.M.**	(Part-time Office Assistant)

IT Staff

#Wong, B.Y.N.	IT Technician
Leung, C.C.W.	IT Officer

#Promotion effective from 1st November 2013
*Promotion effective from 1st July 2014

CENTRE LOCATIONS

General Office:	Room 6.60, Run Run Shaw Tower
Director's Office:	Room 6.48, Run Run Shaw Tower
Academic Staff Offices:	6th Floor, Run Run Shaw Tower
English Language Resource Centre:	Chi Wah Learning Commons, The Advisory Zone (Zone R), Student Advisory Services
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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